State of New Jersey
2014-15

29-0320-020
OVERVIEW

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GRADE SPAN   PK-04

BAYVILLE ELEMENTARY SCHOOL

356 ATLANTIC CITY BLVD

BAYVILLE, NJ 08721-1246

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.
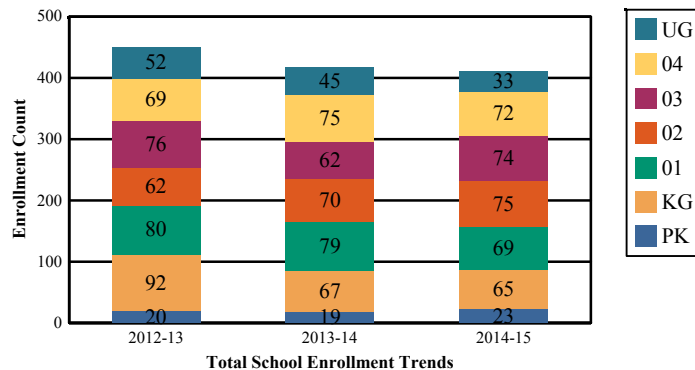
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

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NJ SCHOOL PERFORMANCE Report

DEMOGRAPHIC INFORMATION
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Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.
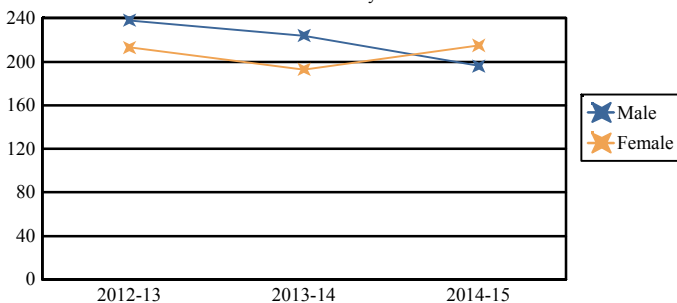

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	451
2013-14	417
2014-15	411

Enrollment by Gender

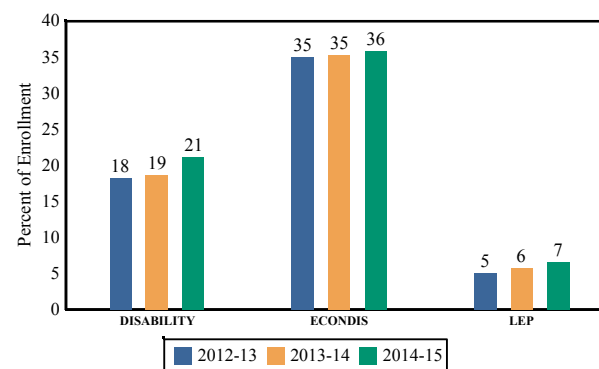This graph presents the count of students by gender who were 'on roll' in October of each school year.

	Male	Female
2012-13	238	213
2013-14	224	193
2014-15	196	215

Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.
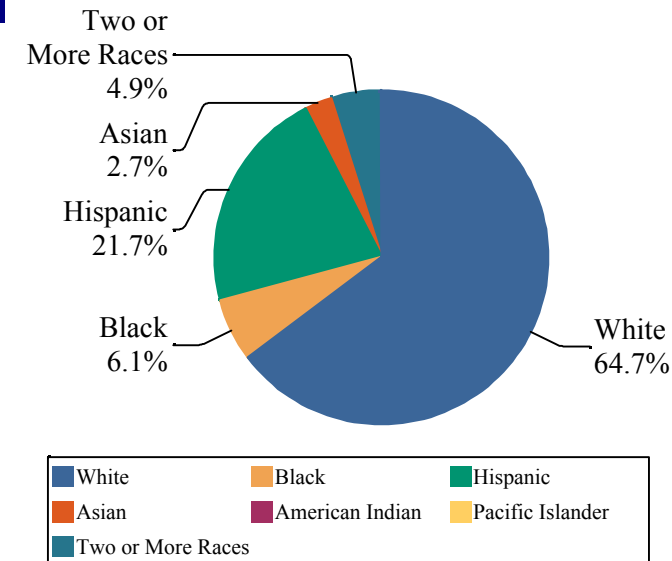

Current Year Enrollment by Program Participation		
2014-15	**Count of Students**	**% of Enrollment**
Students with Disability	87	21%
Economically Disadvantaged Students	147	35.8%
English Language Learners	27	6.6%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.

Two or More Races 4.9%
Asian 2.7%
Hispanic 21.7%
Black 6.1%
White 64.7%

White
Black
Hispanic
Asian
American Indian
Pacific Islander
Two or More Races

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	**Percent**
English	89.2%
Spanish	9.2%
Hindi	0.5%
Vietnamese	0.2%
Arabic	0.2%
Chinese	0.2%
Other	0.5%

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ACADEMIC ACHIEVEMENT
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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers (*PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	45%	33	34
Math Met or Exceeded Expectation	35%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	130	44.6%	95%	88%	YES*
White	83	49.4%	95%	83.5%	YES*
African American	-	-	--	--	--
Hispanic	31	25.8%	95%	97.3%	-
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	39	30.8%	95%	93%	YES*
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	46	30.5%	95%	87.9%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ACADEMIC ACHIEVEMENT

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	130	34.6%	95%	88%	YES*
White	83	41%	95%	83.5%	YES*
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	39	18%	95%	93%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	46	21.8%	95%	87.9%	YES*

YES* = Met Participation Rate (Participation Averaging applied)

 Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ACADEMIC ACHIEVEMENT   **BAYVILLE ELEMENTARY SCHOOL**

OCEAN   **356 ATLANTIC CITY BLVD**

BERKELEY TWP   **GRADE SPAN   PK-04**   **BAYVILLE, NJ 08721-1246**

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations (*Min. 650*)	**Level 2:** Partially Met Expectations	**Level 3:** Approached Expectations	**Level 4:** Met Expectations	**Level 5:** Exceeded Expectations (*Max. 850*)

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PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	72	739	744	10%	18%	24%	47%	1%	49%	44%
White	48	743	753	8%	17%	25%	48%	2%	50%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	14	723	727	14%	36%	14%	36%	0%	36%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	20	706	718	30%	20%	15%	35%	0%	35%	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	24	728	724	13%	25%	25%	38%	0%	38%	24%

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PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	741	751	17%	17%	26%	26%	14%	40%	52%
White	35	752	758	11%	14%	26%	29%	20%	49%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	17	722	737	24%	29%	29%	18%	0%	18%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	19	710	725	53%	16%	5%	26%	0%	26%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	22	724	734	27%	27%	23%	18%	5%	23%	31%

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PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	72	738	746	6%	22%	31%	40%	1%	42%	46%
White	48	741	752	6%	19%	31%	44%	0%	44%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	14	724	733	7%	43%	29%	21%	0%	21%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	20	713	727	20%	40%	10%	25%	5%	30%	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	24	730	730	4%	29%	33%	29%	4%	33%	26%

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	734	744	9%	34%	31%	24%	2%	26%	42%
White	35	742	749	6%	20%	37%	34%	3%	37%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

ACADEMIC ACHIEVEMENT

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2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	**Grade 4**	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	**Grade 4**	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

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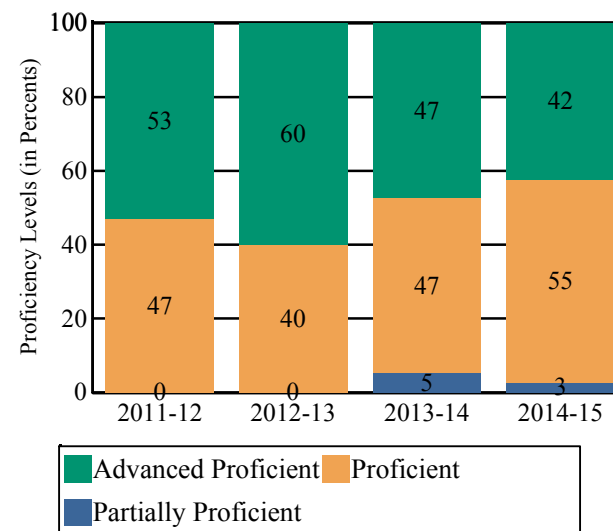
NJASK Results - Science Grade Level - 04

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	42%	55%	3%
White	51%	47%	2%
African American	-	-	-
Hispanic	22%	78%	0%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	33%	62%	5%
English Language Learners	-	-	-
Economically Disadvantaged Students	30%	63%	7%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.

NJ SCHOOL **PERFORMANCE** Report

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COLLEGE AND CAREER READINESS
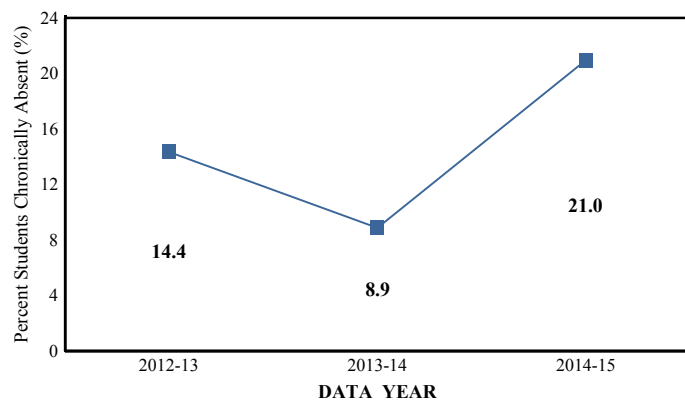
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days.

Chronic Absenteeism Trend

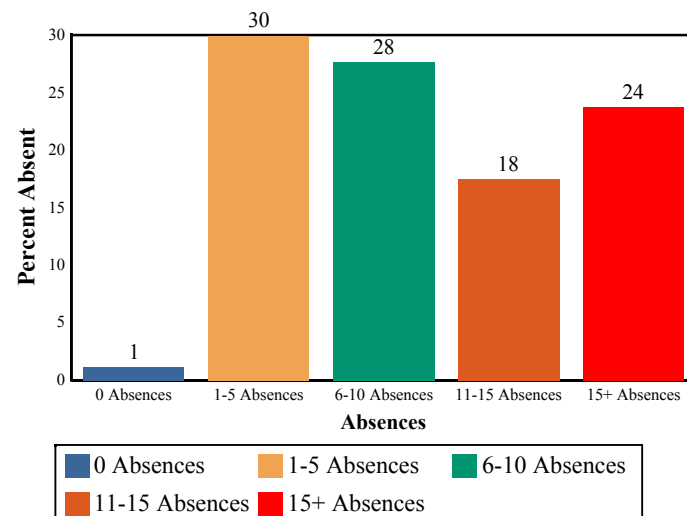This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

Chronic Absenteeism for 2014-15	20.97%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: http://www.state.nj.us/education/njsmart/performance/

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	41	29	18	35	YES
Student Growth on Math	54	54	54	35	YES
		42	36		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	15%	2%	0%
Partially Met	12%	7%	0%
Approached	10%	12%	3%
Met	5%	5%	15%
Exceeded	0%	2%	12%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	2%	0%
Partially Met	17%	12%	8%
Approached	3%	18%	8%
Met	3%	5%	15%
Exceeded	0%	0%	2%

Low Growth is defined as an **Student Growth Percentile score less than 35**.

Typical Growth is defined as an **Student Growth Percentile score between 35 and 65**.

High Growth is defined as a **Student Growth Percentile score higher than 65**.

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WITHIN SCHOOL ACHIEVEMENT GAP
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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	802	850
75th	759	770
50th	743	743
25th	722	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	780	850
75th	751	767
50th	739	745
25th	718	722
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	45

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Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	816	850
75th	761	773
50th	742	750
25th	717	728
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	750	764
50th	727	742
25th	712	721
0th	689	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	43

SCHOOL CLIMATE

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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 25 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	11
Administrators	411

SCHOOL PEER GROUP   **BAYVILLE ELEMENTARY SCHOOL**

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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

COUNTY NAME	DISTRICT NAME	SCHOOL NAME	CDS CODE	GRADESPAN	ECONOMICALLY DISADVANTAGED	ENGLISH LANGUAGE LEARNERS	SPECIAL EDUCATION
BERGEN	CLIFFSIDE PARK BORO	SCHOOL #4	03-0890-060	PK-06	44.6%	11.3%	18.3%
BERGEN	NORTH ARLINGTON BORO	WASHINGTON ELEMENTARY SCHOOL	03-3600-080	PK-05	31.4%	5.6%	11.6%
BERGEN	SADDLE BROOK TWP	FRANKLIN SCHOOL	03-4610-080	KG-06	32.3%	3.3%	19%
BERGEN	TEANECK TWP	JOHN GREENLEAF WHITTIER ELEMENTARY SCHOOL	03-5150-150	KG-04	36.7%	7%	17.2%
BERGEN	TEANECK TWP	NATHANIEL HAWTHORNE ELEMENTARY SCHOOL	03-5150-110	KG-04	34.2%	3.4%	19.1%
BERGEN	WALLINGTON BORO	JEFFERSON ELEMENTARY SCHOOL	03-5430-060	KG-03	32.9%	11.1%	6.7%
BURLINGTON	NORTH HANOVER TWP	CLARENCE B. LAMB ELEMENTARY SCHOOL	05-3650-040	01-04	30.1%	2.4%	16.5%
CAMDEN	CHERRY HILL TWP	JOYCE KILMER ELEMENTARY SCHOOL	07-0800-105	KG-05	35.4%	7%	13.9%
CAMDEN	STRATFORD BORO	PARKIVEW ELEMENTARY SCHOOL	07-5080-045	PK-03	33.6%	8.3%	12.6%
CAPE MAY	WEST CAPE MAY BORO	WEST CAPE MAY ELEMENTARY SCHOOL	09-5610-050	PK-06	37.5%	6.2%	20%
ESSEX	WEST ORANGE TOWN	REDWOOD ELEMENTARY SCHOOL	13-5680-160	KG-05	32.2%	2.5%	18.6%
GLOUCESTER	DEPTFORD TWP	OAK VALLEY ELEMENTARY SCHOOL	15-1100-120	02-06	35.1%	0%	25.5%
GLOUCESTER	WASHINGTON TWP	THOMAS HEFFERSON ELEMENTARY SCHOOL	15-5500-028	01-05	33.5%	0%	23.7%
HUNTERDON	SOUTH HUNTERDON REGIONAL SCHOOL DISTRICT	LAMBERTVILLE PUBLIC SCHOOL	19-1376-020	PK-06	31.6%	7.4%	13.9%
MERCER	EAST WINDSOR REGIONAL	WALTER C. BLACK ELEMENTARY SCHOOL	21-1245-080	KG-05	31.4%	12.8%	6.4%
MERCER	LAWRENCE TWP	ELDRIDGE PARK SCHOOL	21-2580-080	KG-03	30.4%	5.1%	11%
MIDDLESEX	OLD BRIDGE TWP	MADISON PARK ELEMENTARY SCHOOL	23-3845-120	KG-05	46.2%	12.8%	19%
MIDDLESEX	WOODBRIDGE TWP	MATTHEW JAGO ELEMENTARY SCHOOL	23-5850-150	PK-05	38.4%	0.2%	26.8%
MONMOUTH	EATONTOWN BORO	WOODMERE	25-1260-110	KG-06	36.6%	0%	29.4%
MORRIS	MORRIS SCHOOL DISTRICT	ALEXANDER HAMILTON	27-3385-060	03-05	35.8%	5.5%	17.7%

29-0320-020
BAYVILLE ELEMENTARY SCHOOL

OCEAN
356 ATLANTIC CITY BLVD

BERKELEY TWP   GRADE SPAN   PK-04
BAYVILLE, NJ 08721-1246

MORRIS	MORRIS SCHOOL DISTRICT	**THOMAS JEFFERSON SCHOOL**	27-3385-110	03-05	31.6%	5.1%	14.5%
OCEAN	BERKELEY TWP	**BAYVILLE ELEMENTARY SCHOOL**	29-0320-020	PK-04	35.8%	6.6%	16.2%
OCEAN	EAGLESWOOD TWP	**EAGLESWOOD ELEMENTARY SCHOOL**	29-1150-020	PK-06	35.3%	2.9%	24.2%
OCEAN	JACKSON TWP	**CRAWFORD-RODRIGUEZ ELEMENTARY SCHOOL**	29-2360-030	KG-05	31.9%	4.5%	14%
OCEAN	JACKSON TWP	**SYLVIA ROSENAUER ELEMENTARY SCHOOL**	29-2360-040	PK-05	34.6%	8.6%	12.5%
OCEAN	MANCHESTER TWP	**RIDGEWAY ELEMENTARY SCHOOL**	29-2940-050	KG-05	30.8%	3.7%	14.3%
PASSAIC	WAYNE TWP	**RYERSON ELEMENTARY SCHOOL**	31-5570-140	KG-05	46%	12.4%	16%
SALEM	WOODSTOWN-PILESGROVE REG	**MARY S. SHOEMAKER SCHOOL**	33-5910-060	01-05	31.3%	1%	19.8%
UNION	SUMMIT CITY	**JEFFERSON ELEMENTARY SCHOOL**	39-5090-090	01-05	39%	11.5%	13.3%
WARREN	HACKETTSTOWN	**HATCHERY HILL ELEMENTARY SCHOOL**	41-1870-070	PK-04	32.5%	6.5%	14.8%
WARREN	WASHINGTON BORO	**WASHINGTON MEMORIAL ELEMENTARY SCHOOL**	41-5480-055	03-06	33.1%	0.3%	22.2%